

ALPINE COUNTY UNIFIED SCHOOL DISTRICT
SPECIAL CIRCUMSTANCES / FULL INCLUSION PARA-EDUCATOR ONE-ONE-ONE

REPORTS TO: PRINCIPAL / DIRECTOR OF STUDENT SERVICES

SUPERVISES: No supervisory responsibilities

DEFINITION:

Meet the needs of special education students who require an individual assistant to assist them with special needs in the areas of education, behavior, emotions, and/or toileting. The one-on-one is assigned to assist an individual student, however, also assists with the general operation of the classroom to which they are assigned.

QUALIFICATIONS:

Required:

1. A minimum of one year experience working with individuals with varying disabilities.
2. High School diploma or equivalent.
3. Must have completed one of the following at the time of hiring, pursuant to the No Child Left Behind Act (NCLB):
 - A) an associate's degree (or higher).
 - B) 48 semester units of higher education.
 - C) Passing score on the paraprofessional exam.
4. Once hired, will be required to attend training in effective crisis intervention techniques and any other training(s) deemed necessary.

Desired:

1. Certification in CPR and First Aid.

KNOWLEDGE AND ABILITY:

1. The knowledge of the special needs of students who have behavioral, and/or learning disabilities.
2. The knowledge of positive discipline and behavior management techniques.
3. The knowledge of developmentally appropriate practices.
4. The knowledge of correct English usage, grammar, spelling, punctuation, and vocabulary.
5. The knowledge of safe practices in classroom and playground activities.
6. The knowledge of classroom and record-keeping techniques.
7. The knowledge of interpersonal skills necessary to work successfully with students, parents, and staff.
8. The knowledge of special needs and limitations of individuals with disabilities.
9. The ability to adapt and utilize a variety of alternative communication strategies that support students with limited receptive and expressive skills.
10. The ability to recognize changes in student behavior and appearance.
11. The ability to learn methods and procedures related to behavioral intervention techniques.
12. The ability to respond quickly in emergency situations.
13. The ability to learn methods and procedures required to be followed in working with assigned students.
14. The ability to print and write legibly.
15. The ability to understand and follow both oral and written instructions.
16. The ability to communicate effectively with children and adults.

17. The ability to assist in monitoring and reporting progress regarding student performance and behavior.
18. The ability to work with students in specialized and general settings with patience and understanding.
19. The ability to handle confidential material and information with complete security.
20. The ability to establish and maintain effective work relationships with students, teachers, parents, and the general public.
21. The ability to assist with any instruction and related activities in any learning environment.
22. The ability to operate instructional and work related office equipment.
23. The ability to learn methods and procedures to be followed in the instruction of special education students.
24. The ability to work effectively in a multiethnic setting.
25. The ability to supervise children in varying activities.
26. The ability to obtain a valid California driver's license.

ESSENTIAL DUTIES/TASKS:

1. Observes and supports behavior and interaction of students according to approved procedures, documents and reports progress regarding student performance and behavior.
2. Accompanies student to designated quiet areas when they are in crisis, assists students in resolving problems, and redirects students to reduce anxiety or emotional concerns.
3. Utilizes most effective crisis intervention techniques related to the nature of students' emotional state of crisis.
4. Physically contains and/or removes student from classroom or other area only when student is a threat to self or others utilizing CPI (Crisis Prevention Intervention) techniques as necessary.
5. Assists with the instruction of individuals or small groups of students.
6. Assists in developing class materials, plans, and identifying students' needs.
7. Provides assistance to students in the use of total communication which may include Braille, sign language, or other non-verbal forms of communication.
8. Assists students in physical education and motor skill activities such as; balancing, throwing and catching, swimming, skiing, and sensory perception, etc.
9. Assists in helping students regarding academics, coping with disabilities, encouraging independence, etc.
10. Assists with appropriate discipline when necessary.
11. Assists students to and from buses, lifting students, and/or pushing wheelchairs when necessary.
12. Assists with supervising students on the bus, during lunch time, on the playground, on field trips, or when mainstreamed into another class; monitoring the safety of the students at all times.
13. Assists student with toilet functions; taking them to the bathroom, changing diapers, assisting student with cleanup, changing clothes when necessary.
14. Assists students in learning proper grooming habits and personal hygiene.
15. Supervises students in the performance of specialized learning functions such as cleaning, cooking, baking, etc.
16. May assist students in learning related skills necessary for successful performance in vocational areas, such as: basic arithmetical calculations, cleanliness, safety procedures, communication skills, independence, operation of various equipment used on the job (i.e., computers), etc.

17. Assists individual students in specific problem areas as necessary.
18. Performs whatever duties are necessary to assure the health and safety of the students.

NON ESSENTIAL DUTIES/TASKS:

1. Assists in maintaining a clean and orderly classroom.
2. May prepare instructional materials by cutting, pasting, designing, typing, duplicating materials, setting up materials and equipment.
3. May supervise students on community based or general education based programs.
4. May perform other job related duties as assigned.

ENVIRONMENT/WORK ENVIRONMENT:

- **Location:** Work is performed 80%-90% within the school classroom or community work setting. Up to 20% is an outdoor, educational setting such as physical education, walking or while driving from school to worksite.
- **Hazards:** Exposure to bodily fluids, may include normal driving hazards, slippery surfaces, and aggressive behavior by students.
- **Equipment Used:** General office equipment, computer, 10-key, copier, and recreation equipment.
- **Safety Equipment:** Gloves, protection from blood borne or other pathogens.

ESSENTIAL FUNCTIONS:

(Constantly=Over 2/3 time, Frequently=1/3-2/3 time, Occasionally=Under 1/3 time, Seldom=Under 7% time)

PHYSICAL

- **Standing/Walking/Mobility:** Frequently; throughout work shift while performing classroom duties or in community setting depending on assignment.
- **Sitting:** Occasionally-Frequently; while performing classroom duties and driving between assigned areas.
- **Lift/Carry:** Frequently, 1-15 pounds; classroom instructional materials, books, office or cleaning supplies. Occasional lifting estimated up to 65 while assisting disabled student in toileting, feeding, restraining using CPI (Crisis Prevention Intervention) methods, and mobility and physical activities. Any lift or transfer of students greater than this weight would require use of two people or mechanical lifts.
- **Bending/Twisting:** Frequently; at knees/waist to and from seated position, while assisting students. Actual repetitions depend on specific requirement of assigned student/job assignment.
- **Push/Pull:** Occasionally; using both hands and arms exerting a force of 10-80 pounds while assisting students in physical education instruction, maneuvering students' wheelchair, moving equipment, etc.
- **Climbing/Balancing:** Occasionally; stairs at locations, or while assisting student in or climbing stair at worksites.
- **Kneeling/Crouching:** Occasionally; may be required while assisting student in physical activities or may occur while restraining student using CPI restraint techniques.
- **Hands/Arms:** Constant use of both in reaching/handling/grasping/fingering/gripping while performing a variety of physical and administrative duties. Overhead reaching is required.
- **Sight/Hearing/Speech:** Constantly; to provide instructional assistance to student. Assignment may require hand/eye coordination, depth perception and peripheral vision depending on assignment.
- **Other Physical Demands:** may occur in sports related activity to include jumping, running, throwing, awkward positions, etc.

MENTAL

- Constant mental alertness required in supervising activity of assigned students to anticipate behaviors of student and maintain safe, educational environment. Must possess necessary communication skills, written and oral to complete assignments.
- Must be able to read, write, and speak English. Possess interpersonal skills to work well with various types of disabled students.
- Must be able to adapt to work pressures that can include frequent interruptions, quick response to potentially hazardous situation, and multiple tasks.
- Must be able to work independently with assigned students and exercise creative problem solving ability.
- Must be able to provide leadership skills to provide guidance and appropriate behavioral corrections to assigned students.

Adopted:

Revision: 06/19/2012